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Factors leading to pupils' weaknesses in speaking English in EFL classroom in Relizane secondary school.

Case of study: Third year streams secondary level.

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Dedication

I dedicate this work to all my family.

To my lovely father and mother.

*To my dearest sisters Hayat, Nadjat, Youssra, and
Bouchra.*

To my brother Mohamed Amine, and Abed-Nour

Acknowledgments

Above all, I thank Allah, for having giving us the strength and patience to complete this work .

I would like to express my sincere and hearty gratitude to my supervisor Mr. Touami , for his understanding and precious advices .Also for Miss Sarnou, and Miss Ben Osman for having evaluating and assessing my work.

I would also like to thank the English teachers of Relizane secondary school and the third year literary stream pupils of secondary schools who have accepted heartily to answer our questionnaires.

Moreover, my special thanks goes to my lovely friend Noure-Edine Hadad and all my colleagues for their helpful comments.

Abstract

This research is an attempt to expose the reasons behind pupils' weaknesses in speaking English and its impact on the process of learning English language through speaking skill. It seems that learners lack the English language speaking competence as they worry about making mistakes, Fear teachers reaction and criticism, or they are shy to speak in front of their classmates. To carry out this study ,we used an explorative method by administrating two semi-guided questionnaire :one for the secondary school teachers and other for learners to collect quantitative data .An observation of classroom was conducted to collect the qualitative one .The sample population of participants were pupils of Relizane secondary school ,from three streams (Economy and Management stream, Foreign languages Experimental sciences)and their teachers .The result derived from three tools have been cross-checked and reveals difficulties mostly related to mastery of grammatical rules ,insufficient vocabulary and poor pronunciation .These constituted barrier for learners to develop their speaking proficiency .This work supplies suggestions and recommendation about how teachers should proceed to enhance their learners' English speaking skill.

Key words:

Speaking skill, speaking competence,

interaction,pupils' weaknesses,Grammar,pronunciation .

List of Abbreviation

EFL : English Foreign Language

TBLT : Task Based Language Teaching

CLT : communicative Language teaching Approach

PPP : Presentation, Practice, Production

E.I : That is to say

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General Introduction

Many practitioners in the field of English language teaching noticed that their pupils are afraid to participate inside the classroom. Dealing with speaking skill weaknesses in English has always been one area of our interest, as a student. Thus, we would conduct a study on the third year Secondary schools in Ghelizane. Additionally, we are dealing with this theme, because we noticed that most of learners have problems to speak in front of their classmates and teachers. Our objective is to analyse the pupil's difficulties they face when speaking English.

To illustrate our objectives and conduct this research, we adopted the following questions:

- 1) What are the main factors that lead to the third year literary stream pupil's weaknesses in speaking English?
- 2) What are the appropriate teaching methodologies that an English teacher should use in the classroom to improve his students' speaking skill?

Statement of the Problem

One of the important steps in learning foreign languages are to master the micro skill, listening, speaking, reading and writing in order to be competent language learner. Unfortunately, learners do not perfectly master those skills specially speaking, this weaknesses in acquiring speaking skill has a several reasons and factors not just because of linguistic ability but because of teachers methodology and some psychological problems. This research answers these following questions:

- ✓ What are the main factors leading to pupils 'weaknesses in speaking English in EFL classrooms?
- ✓ What is the role of teacher's methodologies in improving pupils' level in speaking?

Just to confirm our hypotheses, that if teachers and learners know about the causes or factors leading to their weaknesses, in speaking English that they can improve them ,also if teachers employ the right teaching strategies, learners will improve their level and communicate better

1. Methodology and research tools

This research used a descriptive method in order to realize our aim ,descriptive method provides us with facts to identify the real situation of learning and teaching speaking .We were using questionnaires to gather information before making our observation, by asking some questions for both teachers and students .First, the pupils' questionnaire was designed to know the factors that contribute in speaking weaknesses, the second questionnaire was administrated to teachers to identify their methodology under the classroom and its role in improving learners level in speaking. Also this chapter was based on the both qualitative and quantitative method , just to be able to made a scientific study and give more options to our sample.

2. The sample of study

Our population is third year literary stream in Secondary school of Ghelizane. In addition to that we asked also questioned a second sample population of teachers from the same secondary; and we carried classroom observation with another population of teachers randomly selected on volunteering basis.

3. Structure of research

The research is divided into three chapters, chapter one focuses on the teacher's classroom management, to highlight the idea of motivating pupils in classroom conversation, and how can teacher facilitate the process of learning via different activities, taking into account the language, interaction, pupils' answers; some important psychological problems that can contribute in the pupils' weaknesses. This chapter also focuses on teacher's feedback and error treatment, which may have positive or negative impact on the pupils 'process of learning.The practical part is concerned with the analysis of the two questionnaires, suggestions and recommendations that may help teachers to ameliorate learning English language.

Chapter One

1.1 Introduction

This part is devoted to some important theoretical points, from which a good teacher's practice inside the classroom may derive this theoretical part may guide the teacher to deal with his pupils positively, when managing the classroom, in order to get rid of the main obstacles that pupils face when dealing with the target language.

Throughout this chapter we will talk about both teaching and learning process, we attempt to show the precise roles of both teachers and learners, during the classroom management, directing conversation sessions and how different types of classroom activities should be managed. As well as the language used during the lessons. Before that we need to define speaking and state some types of speaking.

1.2 Teaching and learning basic functions

-Speaking: is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, Burns & Joyce. 1994,1997).Its form and meaning dependent on the context in which it occurs.

-Types of speaking:

- Imitative : this kind of speaking focus more on some particular element of language form, in which learners are demanded to repeat ,utterances or phrases to improve their pronunciation, accuracy and get familiar with the language .
- Intensive: Unlike imitative, intensive give the opportunity to the learner to go over and use certain language through controlled speech production.
- Responsive: short answers to teachers questions maybe yes/no questions or comments, teacher may ask learners to explain, describe, discuss. Speech production can be meaningful and authentic.
- Extensive: extended monologue such as oral reports, oral summarize, or short speeches. Those activities can be used separately or by integrating them, it depends on learners needs and teachers objectives.

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There are so many types but we selected the important from them just to introduce the topic and help our reader to be aware about what we are talking about and trying to answer.

Broadly speaking, the function of teachers is to help students learn by imparting knowledge to them, and by setting up a situation in which students can and will learn, classroom must have a learner-centered orientation to facilitate language acquisition via much practice, teachers must believe in the idea that classroom should be managed by both students and teachers, teacher is not the leader of the class but the leadership emerges within the group of students themselves

Yet the change to more school-based teaching education is necessary to improve the quality of teaching in schools (Edmund, J. Amidon, Ned, A. Flanders, 1971, p. 102) pages. because the communicative language that the teacher applies will certainly make use of real life situations that need to communicate ;and this situation is from student's real life and what they like to be discussed using a suitable authentic materials that help a lot in explaining ;"with experience ;all teachers will instinctively adapt materials in many or all of the ways (Madsen & Brown, 1978.) teacher's experience and his relationship with his students can change The situation we may also want to encourage them to accept learners as active partner rather than as recipients of materials and teaching .(Brown, 1978) the teacher's attitudes in his classroom or with his students depends more on to what extent he like teaching and to what extent he will give and support and also about the types of activities he intends to involve his students in and how they react about what they are asked to do and this leads us to go deeply into details about the real roles of both teachers and learners in the following points.

1.1.2-teacher's classroom assignments

As we were saying, the teacher's role in a learner- centered situation is to standby as a coach to facilitate the learning process; than he can play the role of prompter of classroom participation; organizer; controller of students activities; all these roles in fact

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and others contribute efficiently in guiding students to the right learning orientation .this will be tackled bellow.

1.2.1.1-Task-based approach

In recent years a debate has developed over which approaches to structuring a lessons are more effective, TBLT was one from the most important approaches that contributed in teaching and learning process; teachers presents an item of language in a clear context to get across its meaning, this could be done in a variety of ways: through a text ,a situation build ,a dialogue etc. This approach foregrounds the performance of a task ,and which only afterwards focuses attention on the linguistic components of the task ,is known as task- based approach it contrast with the approach that is known as PPP(presentation;practice;production)it called also task-based instruction where they found that language can be thought through using it ;As “Dave, W.” puts it a task –based methodology is based on the belief that out of fluency comes accuracy ;and that learning is prompted and refined by the need to communication”. (Scott ,T .p ,119).all these instructions of the tasks as horse-riding; playing a musical instrument; watching a video; can ;singing ;discussing with groupswill offer plentiful and varied opportunities to develop the speaking skill.

1.2.1.1-Prompting task

When teachers ask questions and try to involve his students in the classroom through activities they observed that they are unable to find suitable words to build a correct sentences ,this is because of luck of vocabulary ,in such circumstances ;teachers should adopt some kind of prompting role, this means to stimulate their students ‘interests through different simple questions, this process of teacher’s questions and student’s answers prompt student to depend on their own words when intending to express personal ideas ;teachers also need to seize opportunities from time to time to give their students words or phrases that may help them make sense of what of what they want to say, they also try to prompt them to speak English and forbidden the mother tongue.

1.2.1.2-classroom talk

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Nobody likes to make mistakes ;nobody likes to blame himself in front of whole class ;this are the major reasons why teachers stay in front of silent students .some teachers did not succeeded in creating a relaxing classroom atmosphere where the student feel comfortable .students should speak as much as possible during a lesson .”Claire, K. As cited in Scott, T. p. 119) offers some ground rules, where by more speaking can be developed:

- Allowing them topic control and giving them more responsibility for the turn-taking in classroom talk

- Use the target language not only to deal with the subject matter but also to regulate the interaction in the classroom

- Keep the number of display questions (i.e. teacher teachers questions that are aimed at getting learners to “display their knowledge; such as what is the past of go? To a minimum.

- Build the topic at hand with the students, assume that whatever they say contributes to the topic, do not cut off arbitrarily a student’s utterance because you receive it to be irrelevant it might be very relevant to the student’s perception of the topic.

- Extend your exchanges with individual students to include clarification of the speaker’s intentions and negotiation of meanings; do not cut off too soon an exchange to pass on to another student.

- give students explicit credit by quoting them (just as x said, do not take credit for what students contributed by giving the impression that you had thought about it before.”Claire, K ,As cited in ,Scott, T .p. 123)

1.2.1.3-Classroom Observation

Classroom observation may be called learning walks ,teacher observation, walkthroughs and many other things and they may be conducted for shorter or longer time .Yet teacher should not interrupt his learner in every word and sentence they say in order not to distract his intention ,his observation is not just to give feedback ;guide them, or

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correcting them, but to see to what extent his method is successful, and if they are using different materials and activities during the course ,just to be able to make changes in the future in case of any kind of insufficiency and make a productive learning .

1.2.1.4-Learner’s assignments

Learner must have the desire to learn in order to reach an effective learning “Athiernoolan language discovering, especially if they are not exposed to it on a regular basis or given the opportunity to use it in an authentic situation .The learner may also feel inhibited in using the target language for-fear or making mistakes and becoming proverbial “laughing stock”(Azmat ,A .p, 215). For instance, the students who have positive attitudes towards a language and who desired to be integrated into the culture of its native speakers learnt more successfully, then the others. Pupils have positive attitude towards their subjects and being highly motivated acquire the language earlier ,all teachers are supposed to provoke interest and involvement in any subject when they notice that their students are not interested ,by changing topics or activities ,the language used in the classroom ,even their attitudes or if they were motivated or not ,so when teachers ask their students to give an example after finishing the task ,the latter will think and rethink and make an effort to find the suitable answers ,by doing so, students will make themselves understood and negotiate meaning ,so that student will be responsible for their learning when they do their homework ,they will not rely on teacher and wait to be taught they learn at home, do written exercises, acquire vocabulary and practice conversations with friends outside the classroom or on social media with native speaker, learner becomes negotiator, self-monitor, and responsible for his own learning

1.3 Influence of teacher’s methodology on the learner’s process of learning

Every teacher should bear in mind that teaching is a complex difficult process, it needs more efforts, more competence and techniques, what is difficult in this process is that teacher needs to get his students involved to interact in peers or in group (Harmer, 1983) talk about the difficult language of some teachers and called it “The Roughly turned input) that such learners may find difficulties in acquiring the input or to answer his questions at list, in terms of language use in presenting his course and the way he explain

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and make things clear by taking into consideration the pupils' level, their abilities and what do they want to learn, to grasp the language, he avoids to use the language authentically as natives do, so as to avoid discouraging them, in short teacher has to designed a suitable strategy to suits the students level, ability and interest.

1.3.1-Aspects of learner's language

A different interpretation of learner –centeredness approach emerged at the same time under the rubric of individualized approaches to language teaching ,this was based on the assumption that people learn in different ways ,that they can learn from different sources(Jack, Richards ,Theodore& Rodgers.p,33).So that each student has his own way to grasp the language ,in a given period of time pupils were passive, recipient ,their role was just to receive and acquire the language , apply what teacher gave him ,without negotiation .Nowadays learner play an active role in learning process. Thanks to the new approaches like the communicative one (CLT). The learner is the principal element in the classroom, adopting and adapting strategies to accomplish immediate goals to acquire and develop the critical thinking and the cooperative learning skills .and as recapitulation to what have been said ,the communicative approach intends to involve students to talk more ,and express themselves ,their ideas ,their experiences to in life to interact and integrate with teachers .Teacher can do that by asking guided questions ,comprehension questions ,and exercises to be able to express what they are learning .The reinforcement can be an effective way to make students speak ,whether was it in groups or pair ,by giving them free topic to talk about their experiences ,using their own language ,and this does not mean talk at any time ,talking should be controlled and guided from the teachers because students are supposed to do mistakes from time to time .teacher's interventions should be positive while correcting pupils ,the question of mistakes treatment is an important point since it deals with the effective state of students .They feel shy, and find themselves unable to express their ideas freely in front of their classmates .

Teacher should not intervene immediately and interrupt the student, he allows first the student's self-correction, this will break his desire to speak and make him afraid to speak again .Generally speaking one of the important teacher's role is to develop the student's

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communicative oral skill which are important for learner ,it is through welcoming mistakes , making them feel free to speak and when he feels that his speech is the important not the structure he will speak more and more .

1.3.1.2 Effective ways of treating errors

Treating errors is an important step in the process of teaching and learning ,because of several reasons .one of the most efficient strategy to treat pupils' errors “the vast majority of faculty are still using passive learning in their teaching ,even though books fully describing the benefits and procedures of active learning”(Bridget, D,Arend,james, R,Davis.p,75),what can we derive from this passage is that passive learning is the principal reasons of pupils mistakes. Not all teachers but some of them consider teaching as a set of grammatical rules and linguistic structer, they keep talking, they do not give their learners chance to speak, express their ideas in the classroom. So they will keep all their ideas under, all these ideas include so many errors, once teacher asks them to speak or present, he will face a great amount of mistakes. «according to Burt and Kiparsky :the teacher has no guide but his intuition to tell him which kind of mistakes are most important to correct», it means that it is not obligatory for teacher to stop his learner in each mistake to correct him that attitude can confuse his pupils and let them afraid to speak or to react .yet there are some cases that need teachers corrections ,depending on the type of errors and its time “Once again the timing of treatment largely depend on the type of errors and whether it interferes with communication or not” (Ivana, J, A. p,175).Sometimes what matter in pupils speech is the idea behind his language ,if the idea is clear to his classmates teacher should wait and do not interrupt him immediately. Also repeating the same mistake to the learner and imitate him can attract the learner himself to correct the mistake immediately .Harmer,2001 stated that teachers should have the ability to correct mistakes without offending them”. The way of teacher's intervention plays a big role here especially if it is positive and serves the situation. During the process of communication teachers should act positively in order to make the learner confident, because the way of correcting can raises stress among students and stops the process of the acquisition.

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Errors treatment and techniques

Techniques	Exemple
No correction	S: I did not went to the movies. T: Why?
Indicating the source of error	T: What is your name? S: Very well, thanks. T: That is not what I asked you.
Disapproval gesture	S: I can to play the guitar. T: The teacher moves his head indicating “no” (incorrect answer).
Asking for repetition or clarification	S: teacher at 9/30. T: I do not understand. What did you say?
Giving a clue to correction	S: I go to the movie last night. T: You need to use the past tense. I.....to the movie last night.
Giving the correct form	S: Toro, what have you? T: What do you have?
Giving option to choose the correct form	S: I did not to go to church yesterday. T: you did not to go? You did not go?
Repeating the errors	S: My mother dead last year T: your mother dead? S: Yes, my mother dead last year
Interrupting the speaker	S: Infrastructure is determined by structure T:Determined.(pronunciation)
Coming on the error	S: Alice can sings very well. T: Many of you seem to have forgotten the proper use of modal auxiliaries . This is something you need to study again.

Asking the original question	T: Juan, how old are you? S: I am fine, and you? T: Juan, listen carefully, how old are you?
Asking question Using the correct form	S: Teacher, did you saw Anna? T: Did I see Anna? No, what about you? Did you see Anna?

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Watching a video of any activity videotaped from the classroom	S: I wish it does not rain tomorrow. T: Stop the videotape when there is a mistake: I wish it does not rain(And everyone can come up with the correct form.)
Repeating sentence correctly	S: The police in C.R.is not paid well. T: you are right .the police are not well paid in our country.
Providing correct examples	S: My mother can cook really well. T: Anna can play the piano. Juan can cook very well. The teacher can speak Japanese.
Spelling the correct form	S: I eat cone for dinner. T: Cone? You eat cones? S: corn, I eat corn. T: you eat corn, C-O-R-N I was not getting the R sound.
Repeating the correct form	S:Pronunciation errors: Island/you T: Pleas, repeat after me:iIsland/you
Grouping errors made by different students	S1: I can to go S2: I will to study S3: he would to work T: never use to with modals

Jimenez/trating students' Errors in oral production ,p.36(2004)

1.3.2-psychological problems effecting learners 'speaking skill

Psychological problems has a great effect on the pupil's learning, it involves not only the learner but also the teacher. Anxiety, low self-esteem, less confidence, the introversion and shame are the common problem in classroom and effect both teachers and learners .all pupils who have those problems are generally weak in speaking under the classroom and they do not interact or participate with teachers ,they feel afraid from making mistakes or speak in front of people ,they do not respond to teachers 'questions even if they have the answer .Those psychological problems considered as a dangerous obstacle

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in the process of teaching and learning since speaking is the most important skill that can learner use to communicate.

1.4-Conclusion

Chapter one was designed to shed light on some important theoretical backgrounds related to the classroom teaching and learning management. Teacher is not the only one who manages the classroom, pupils also contributes in creating a nice classroom atmosphere that helps them to learn actively, and I attempted to talk about both teachers and learners. Teachers have to motivate their students and create suitable learning conditions in order to achieve the underlined goals ;they should adopt a prompting role by stimulating students interest through different questions ;controlling them is another role ;this does not mean to be authoritative, but rather giving them the opportunity to practice English inside the classroom ;organizing student and arrange the to do activities in any arrangement (u shape, runway ,clusters...)according to the task nature in an important attitude to perform ;students have to know what they supposed to do in order to get benefits from the classroom ;teacher's observation is also necessary ;in the sense of using materials and activities are fruitful or not ;those are the main roles that any foreign language teacher should play in motivating his students .we spoke also about some characteristics of the teacher's use of language as well as the way of asking questions and explanation of different courses ,beside the the feedback and suitable ways to correct errors we also referred to the student's talk which play a big role also in learning process .

To sum up; the first chapter was dedicated to discuss some important issues that foreign language teachers are in need to manage the classroom, teachers should take into consideration the psychological side of students, it means they do not rely just on the presentation of language, but the student's psychology has to be their main concern too; the next chapter will be devoted to discuss this important issue of student's psychology.

Chapter Two

Chapter Two :Data Analyses

Introduction

In this chapter , we were attempt to investigate the reasons behind the weaknesses and to highlight some psychological problems that affect pupils' level and to know also about those obstacles that can be the results of teachers' treatment and attitude. We discussed the way he or she corrects his or her learners' mistakes in their oral presentation of a given activity in order to avoid any kind of failure. How to motivate the learner in the classroom was also an important point we wanted to shed light on it from teachers 'questionnaire since it is very important in the learning process. Second major point is the importance of the task and the extra activities that teachers should give it to his student and be aware of its importance in enhancing pupils' speaking skill toward learning English language. Through the analysis and the interpretation of data that were collect using two questionnaires one for learners of all the streams (foreign languages, economy stream, experimental sciences).And another questionnaire for teachers, as well as the classroom observation.

1-The description of population sample

The sample chosen to be representative of this study is three classes of different streams from Relizane secondary school which are economy stream, experimental stream and foreign languages streams .The sample included 30leraners from all the streams; 11 learner from economy stream ,11 from foreign languages and 8 pupils from Experimental sciences. This means that they have the ability to answer and to participate in our research because they studied English before and they are aged between 18 and 19 years. Those pupils supposed to be weak in speaking English because of set of reasons.

2-Instreements of data collection

The three instruments that have used in this study to collect data are questionnaire to learners and another one for teachers besides the classroom observation ,those means helped us lot to discover teachers and learners' attitude in the classroom and what do they face during learning and teaching process.

Chapter Two :Data Analyses

3-Questionnaire

This instruments are used in our study are questionnaires because it is the most helpful mean to investigate learners' views and opinions ,weaknesses and needs of learners about studying English. Same thing for teachers ,it helps us a lot to know about teachers reactions and attitudes as far as strategies and methodologies they use in their classrooms to ameliorate their pupils' level to speak and to express themselves. Learners' questionnaire was composed of 13 questions .The questionnaire was a mixture between close-ended questions in which the responses options should be exclusive ,and open-ended questions to identify learners' reasons for preferring an options rather than the other, and to give their opinions and explanations briefly.13 question were administrated to teachers also to know about their strategies and methodologies in the classroom and how do they treat their learners

4-Classroom Observation

We organized a visit to Relizane secondary school of third year streams(Economy , Experimental sciences , Foreign languages) we attend three sessions one hour in each session this visit took place on Mai 2 nd, 2019 .To be clear for them we used the mother tongue to explain all the questions and we helped them with translated questionnaire to the mother tongue .We tried to to observed both teachers and learners attitudes without telling them the reasons of our research just to behave natural so that we can adopt some observations to know the reasons of pupils' weaknesses and teachers strategies and methodologies are used to help the learners to be better in speaking.

5-Learners'questionnaire

The questionnaire is used in this study as a mean for data collection ,The pupils' questionnaire aims at finding whether learner like speaking and give it importance .This questionnaire will be divided into sections (Learner speaking skill profile ,speaking difficulties that learner faces ,Role of teacher , Teachers'

This questionnaire was given to 17 girls and 13 females in all the 3 streams.

Chapter Two :Data Analyses

6-Teachers'questionnaire

We also administrated a questionnaire for teachers ,it was made up of 13 questions divided into three sections (Teachers' profile, Teachers' attitude, Learners' Speaking skill and learners' weaknesses, Teachers 'strategies and methodologies) just to investigate teachers attitude and his reaction in the classroom and to know how much it affects learners 'level. This work was given to 9 teachers in Relizane secondary school, those teachers have different experience and different years of teaching. The experience ranges from 3 to 12 years maximum.

7-Observation session

This observation took place in 2nd May,2019 to validate the questionnaire results. The observation is based on check list of eight in three streams of third year(Economy stream, Experimental sciences, Foreign languages) in Relizane secondary school one hour in each session .Questions were about (Classroom interaction, Classroom motivation, Warm up activities, Groups/pair working, The use of Realia, Use of learner centered- approach, The use of the mother ,in order to know the reasons behind the weak level of learners and try to solve this weaknesses.

Conclusion

From this three instruments (Teachers'questionnaire,Classroom,observation,Learners 'questionnaire)we will try to discovers the reasons of the low level of student in speaking skill and what can teacher do to enhance his student speaking skill.

1- Teachers 'profile

1-Gender

This graph shows that the number of girls in the classrooms of all the streams are more than boys. about the favorite subject that pupils like more, where the majority of learners selected the Oral expression as the preferable subjectt (53%) of pupils

Chapter Two :Data Analyses

like to speak rather than writing .Yet(23%)of pupils chose written expression because they express themselves freely, and they can find ideas and get some time to think without any stress, and no one will know about what they write.

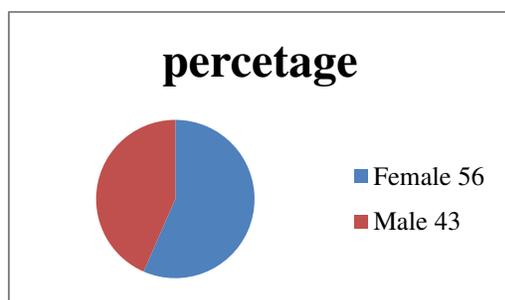


Figure 1: Number of pupils of secondary school.

Since a big percentage chose speaking as the favorite skill, so most of them(53%)said that they have an excellent way of speaking English ,the rest(20%,26%)were between overage and weak.

Streams	Excellent	Good	Average	Weak
Economy stream	6	0	3	2
Foreing languages	5	0	3	3
Experimental sciences	5	0	2	1
Total number	16	0	8	6
All the streams	53/°	0/°	26/°	20/°

Figure number 2 :Learners' level in speaking

They are aware about the importance of speaking skill in their process of learning and they believe that if they ameliorate their level in speaking , they will acquire the language in a short period of time. In this questions we have noticed that the majority of them(50%) declare that speaking is an important skill they need to build .

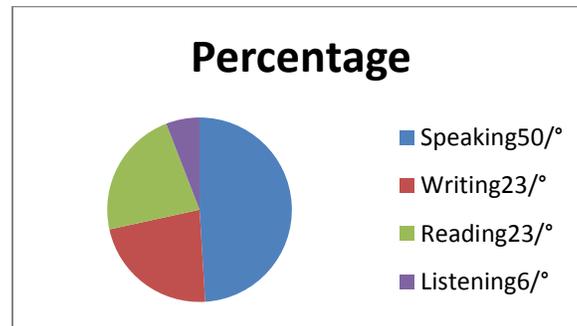


Figure number 3: Speaking difficulties

Asking about difficulties in this question we could obtained that more than half of learners have difficulties in speaking in the classroom (46%)and 30% said that they do not have any difficulties in speaking .23% said that they have some problems that can be solved .

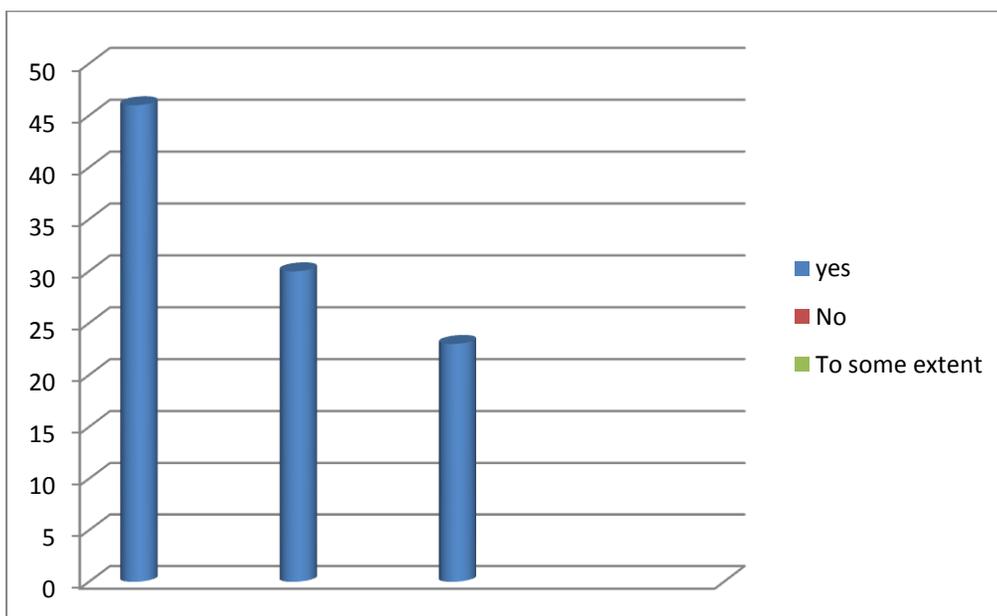


Figure number 4: pupils' difficulties

Chapter Two :Data Analyses

From this question we wanted to know what is the obstacle that make learners silent and they do not speak .We could obtained more than half of learners have difficulties in speaking in the classroom (46%)and 30% said that they do not have any difficulties in speaking .23% said that they have some problems that can be solved . Most of learners said that they have problems in grammar 66% and it is the principal reason of their weaknesses in speaking English .Rather 13% think that the weakness in speaking skill is because of lack of vocabulary, and 13% chose pronunciation as a major reason of their weakness.

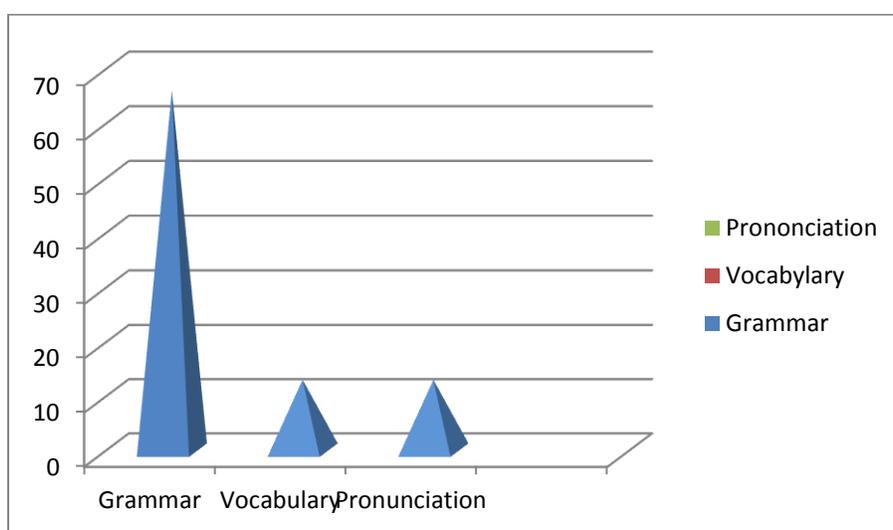


Figure number5:obstacles that make pupil silent.

Classroom Interaction

This responses show that (63%)of learners participate in the classroom ,While (23%) prefer to be silent better than speaking.

Options	Number	Percentage
Yes	19	63%
No	07	23%
Sometimes	04	13%

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Figure Number 6: Speaking in the classroom .

Majority of learners(60%) assure that taking time to think before answering questions in the classroom can be very helpful for them. However,(36%)of them declare that they do not need more time to speak. Having more time to answer can reduce shame and make the pupils free to speak that is why most of them (56%) do not feel shy when they speak because they really have time to think and to order their ideas , Whereas 43% feel shy when they speak.

Role of Teacher in enhancing learner's speaking level

Asking questions in the classroom is very important for teachers and learners and from the results shown in the questionnaire it is noticeable that (50%)of learners ask questions in the class, and (40%)of them do not speak and ask questions the rest of them (16%) sometimes ask questions and other times they do not. And the role of teacher is to accept those questions and try to make learners ask and try to understand,especially in case of practicing activities ,while asking pupils about this question we found that Unlike(50%) of learners who claims that their teachers gives them a varied set of learning exercises (33%)assure that their teachers does not provide them with distinctive set of activities and 16% declare that teacher don't give them varied activities all the time.

Options	Number	Percentage
Always	15	50%
From time to time	10	33%
Same activities	5	16%

Figure number7:Providing learners with set varied of activities.

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Unlike(50%) of learners who claims that their teachers gives them a varied set of learning exercises (33%)assure that their teachers does not provide them with distinctive set of activities and 16% declare that teacher don't give them varied set of activities.

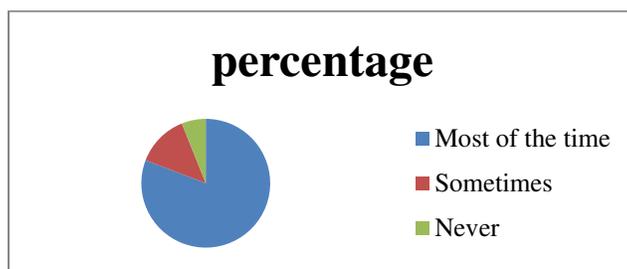


Figure number 8: Interrupt pupils in case of making mistakes.

-Teachers' Attitude.

Majority of learners (93%) point that the teacher of English gives them chances to talk in the classroom. Yet (6%) replay no. (56%) of learners declare that their teachers talk too much during the process of teaching .However (40%) of them said no.

Options	Number	Percentage
He speaks all the time	17	56%
He just introduce the lesson	1	3%
He gives the pupils the opportunity to speak	12	40%

Figure number 9:Teacher's too much talking.

Learners most of the time do not speak because of their fear from teachers and their reaction. In this table above illustrates that (56%) of learners declare that their teachers talk too much during the process of teaching .However (40%) of them said no.

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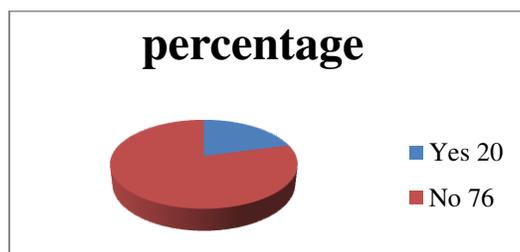


Figure number10: Shout on learners in case of making mistakes

This table above illustrates that (56%) of learners declare that their teachers talk too much during the process of teaching .However (40%) of them said no.

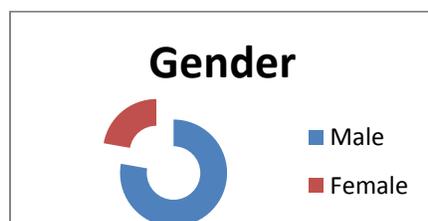
2-Teachers 'questionnaire

Another mean we did it to investigate the teacher's attitude ,Role, and also his strategies and methodologies he uses to help his learners and ameliorate their level in speaking , to involve them and work with them in the classroom is a questionnaire with 13 questions ,given to 9 teachers in Relizane secondary school, those teachers have different experience and different years of teaching .The experience ranges from 3 to 12 years maximum, we divided this questionnaire to 3 sections (Teachers' attitude , Diagnostic in speaking ,and Teachers strategies and methodologies).

Teachers' attitude

Gender

Number of males is more than numbers of female in this case of study .Where Teachers are (77%), and numbers of females is (22%).Also we tried to know about teachers experience and we reveal this idea; years of teaching range from 3 to 12 years



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Figure number 01: Males and Females.

This answers shows about teachers against learners' education shows that majority of teachers (55%) refuse to handle learners' responsibility and they consider that it should be shared with parents and learners themselves. In contrast ,(44%) of teachers agree on the idea that learners ' education is their responsibility because learner is still young to be responsible.



Figure number 02: Teachers responsibility.

This answers shows that majority of teachers (55%) refuse to handle learners' responsibility and they consider that it should be shared with parents and learners themselves. In contrast ,(44%) of teachers agree on the idea that learners ' education is their responsibility because learner is still young to be responsible.

Options	Number	Percentage
Yes	7	77%
No	2	22%

Figure number 3: Making learners aware about their mistakes.

Majority of teachers declare that they really involve their pupils to speak (66%) but (22%) they do not involve them, they just work with pupils who want to speak and (11%) they rarely involve their learners.

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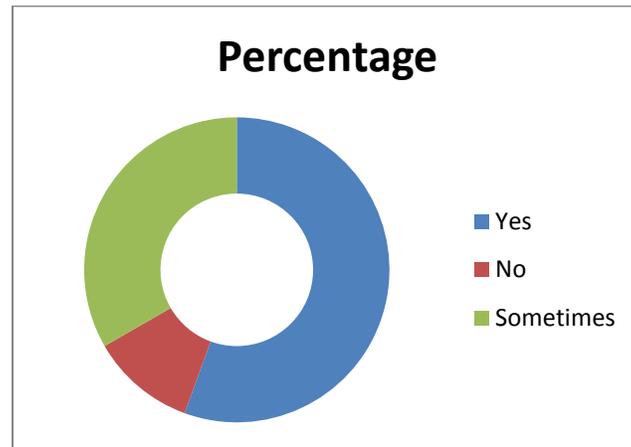


Figure number 4 : Encouraging pupils to help each other.

Speaking skill problems

All teachers (100%) declare that their learners face a lot of difficulties in speaking. From those answers we can clearly notice that all teachers consider that speaking and listening are the most important skills yet the majority of them chose speaking (88%).

Options	Number	Percentage
Speaking	8	88%
Writing	0	0%
Reading	0	0%
Listening	1	11%

Figure number 5: The Important skill for teachers.

Methods and strategies

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From this circle we conclude that majority of teachers (66%) do involve their learners to speak in the classroom, and (22%) do not involve them and they just with pupils who like to speak and (11%) they sometimes involve them and other times they let them out.

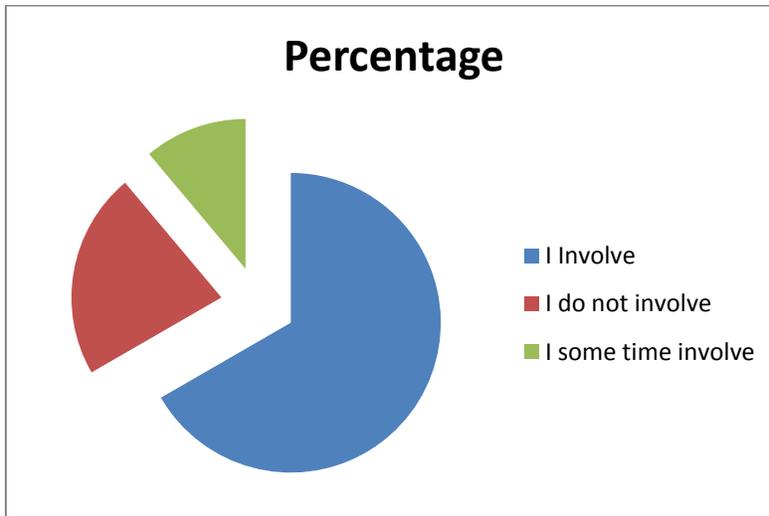


Figure number 6 : Involving students to speak in the classroom.

From this responses we found that majority(66%) of teachers support working in groups and pairs. But (33%) do not support working in group but the individual work.

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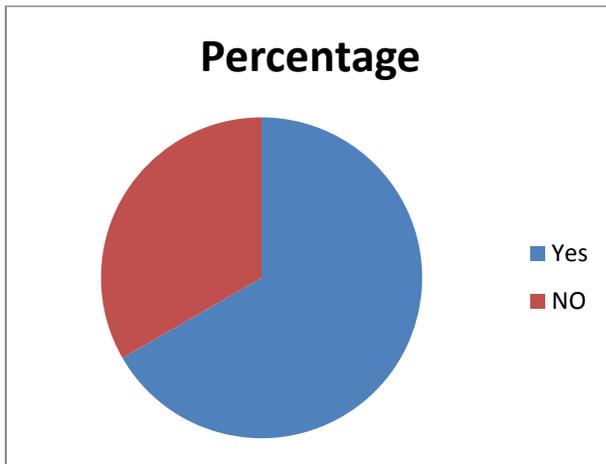


Figure number7 : Supporting work in groups and pairs .

Big number of teachers(55%) said they have extra activities to give to their student to enhance their communicative skill,(44%) do not have any other extra activities to do.

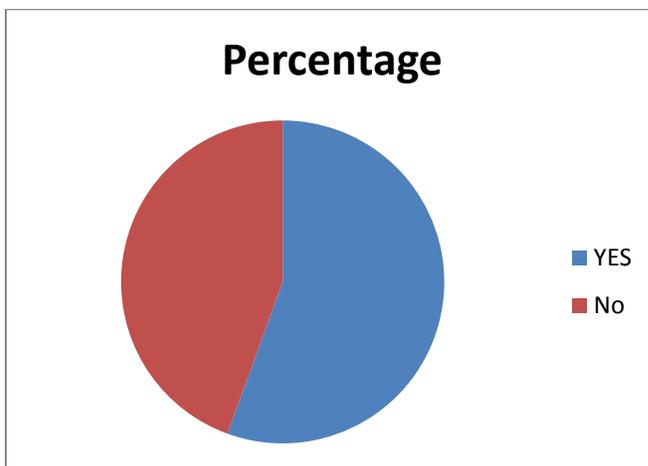


Figure number 8 : Doing Extra activities.

All teachers (100%) answers that they do accept mistakes and they just correct their student and they do not shout or react negatively.

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By asking teachers about using certain strategies to make their pupils better in speaking (55%) of them answer “yes”, but (44%)they do not use any strategies.

Options	Number	Percentage
Yes	5	55%
No	4	44%

Figure number09 :Using strategies to help learners.

Teachers have different styles and way of teaching and we have touched this in this question, where(55%) of them try to send messages to their pupils with all means and they most of the time use simple English to interact with their learners but (22%)of them they do not simplify and they think that learner should search and learn new vocabulary,(22%)of them sometimes they do simplify and other times they just use their language as it is.

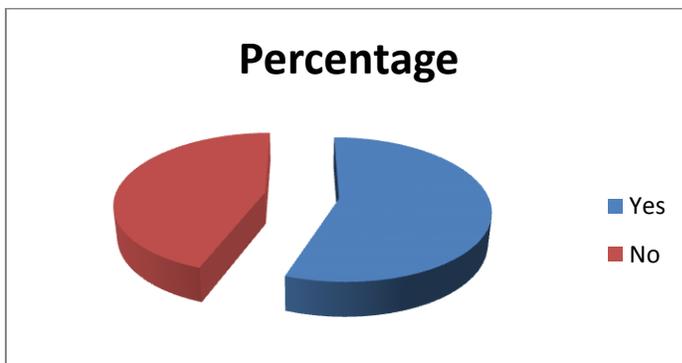


Figure number 10 : Simplifying teachers' language for pupils.

3-Presentation of classroom observation

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Classroom observation is used in this study to validate the questionnaire results. The observation is based on check list of seven statements, the observation results are represented under a set of categories. In the three classes (Experimental sciences , economy , foreign languages streams), Those questions were about classroom interaction, classroom motivation ,warm up activities , group working ,the use of Realia ,use of learner centered approach ,The use of the mother tongue in order to know the reasons behind the weak level of student and try to solve it through this observation.

- **Classroom motivation**

Teachers were motivating their student all the time to speak and make the answers simple .yet they sometimes motivate the learners to speak and do not waste his time and try to make those who are out of the class, some of them drawing and others sharing stories and laughing.

- **Classroom interaction**

Classroom observation shows that the teacher gives learners opportunities to participate through asking questions and give the turns to each one to express himself and speak about his ideas.

Their participation was in reading sessions ,when teachers asks them about the aim of the text and what is it about .the number of learners who wanted voluntarily to give answers ranged between four and six , whereas in Grammar session the learners ‘interaction was not that good ,when teacher ask questions about verbs or the tense in the phrases just one or two learners raise their hands ,they can just give some examples similar to what is written in the board , and most of the time teacher ask questions but pupils do not answer.

- **Warm up activities**

Teachers in all the streams followed this step and they try to make the learner receive in the beginning, than they ask him to produce .most of warm up activities was like kind of

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revision of the previous lesson, or showing them some posters or images that have a relation to their Lesson in no more than 5 minutes.

- **Group/ team working, peer working**

During the reading and Grammar sessions there were no group working because teachers support the individual work , he was moving between tables and play the role of monitor and controller.

- **Using realia**

Teachers used some posters , images and texts during the lesson to clarify ideas to their pupils and they just ask them about what they saw and what do they think about it and it works actively for them , learners participate and interact with teachers more than half of the class.

- **Use of learner centered approach**

In all the three classes that we visited , teachers are more talkative than pupils they introduce the lesson and keep explain it and sometimes he gives his own examples and student's time is not more than one minute maximum .

- **Task based approach**

During our observation we observed that there were kind of behaviorist approach , where the teacher is the only one who ask and answer ? and if he gave the chance to the pupils to speak he interrupt them and correct them immediately .

- **The use of the mother tongue**

In the session of reading we observed that there is a use of mother tongue in case of explaining some difficult words in the text.

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Conclusion

From those three instruments we wanted to know about those reasons that cause failure in speaking in the classroom and interacting. By highlighting the pupils' weaknesses and what are the different

Chapter Three

Chapter Three : Interpretation & Recommendations

Data discussion

The results obtained from the two questionnaire and classroom observation reveals some similarities as well as some differences. First, concerning learners choices about their favorite subject (Q2), The result of the questionnaire is differ from the observation and teachers answer also what we observed during session that those pupils (56%) who declare that they like speaking and they speak in classroom.

Most of them reply the same in (Q3) describing their level in speaking as an excellent one (53%). Yet , they do not speak in real in the classroom and most of the time they do not answer teachers 'questions , which confirmed teachers answer in (Q7) That all the pupils (99%) have problems in speaking .Even though both teachers(88%) and learners (56%) confirm to us that speaking is the most important skill in teaching and learning process.

Learners in (Q4) and teachers in (Q8)said they really need speaking to communicate and interact better. But what we have seen in sessions is a bit different , Teacher talking time is more than learner speaking time and even most of teachers(66%) answer in (Q9) that they involve their student and they make them speak in the classroom .

We found during the observation that just two or three pupils who like to speak and answer most of the time and they have an average level in speaking and teachers were correcting them all the time .Whereas teachers answers are similar to learners answers in (Q5),Q(12) in teachers ' questionnaire where (100%) do accept mistakes and correct them , with the answer of learners in (Q11)all of them (99%) said that teachers give them chance to speak , but in (Q 12) where most of them (53%) announce that their teachers speaks to much and they do not give them much more time to express themselves freely and this was clear in (Q7)where (60%) of learners wish to have more time to speak and to explain their ideas.

In (Q10)we could notice the same point of the classroom observation where (60%)of teachers do Interrupt their pupils even to correct them or to make their classmates correct and sometimes because he was wrong answering. However from

Chapter Three : Interpretation & Recommendations

the three instruments (pupils 'questionnaire, Classroom observation and Teachers' questionnaire) we obtain a result that most of learners and more than half (69%) have difficulties in speaking same thing for teachers (99%) agree on the idea that learner really have problems in speak and he could not acquire and use this language without communication since it is a foreign language. Those difficulties where (66%) have problems in grammar and they feel shy to speak and make mistakes in front of others and that what we observed in the classes during the observation.

Pupils do not master tenses very well and they say "say in the past rather than said, he speak not he speaks and majority have this problem of third personal pronoun and simple past. Those difficulties are because of shame (60%) declare that they feel shy while speaking, The second reason may be because of teachers interruption (99%) of them speak about interruption and having more time to speak, Third reason because of lack of tasks and extra activities .more than half of teachers (55%) said that they have extra activities for their pupils to make them more expressive and help them to speak more, those extra activities are doing projects , songs , role play , working in group, motivate them to watch channels .

Another reason we got from observation sessions and learners questionnaire and also from teachers in (Q14) about simplifying their language for pupils (44%) do not simplify and they speak according to their level , and some of them do it purposefully to make the learner accustomed to certain level and this came also from the difficulties in vocabulary (Q5) Where (13%) have problems with vocabulary and they do not have much more words or synonyms to answer and (13%) have problems also in pronouncing words so they avoid to speak . (66%) of teachers said that they strongly support working in group , But what we have obtained that teachers do not support working in groups or in pairs all the time , they do it rarely , for fear of the chaos that may be carried out by learners or because they are limited by time.

Conclusion

The data that have been collected from the three instruments administrated to three classes (Economy, Experimental Sciences, Foreign languages) in Relizane secondary school to

Chapter Three : Interpretation & Recommendations

English teachers and learners , It has been noticed that the majority of pupils are interested about learning English language using speaking skill, yet they find some obstacles and difficulties that lower their degree of interest.

Introduction

All teachers should have some strategies to help their pupils and make them speak because speaking is the most important skill that can make student better in communication, also it makes him able to interact and participate with his teacher to acquire the language in a short period of time. What is important also for teachers is to take into consideration the psychological side of learners that can be a big obstacle in their process of learning.

1-To help learners to learn speaking skill and all the basic skills as ;writing,listening,reading.

2-To help pupils to interact in group and with teachers and make him ready to acquire the foreign language.

There are a variety of techniques and strategies that teachers can use to ameliorate the learners 'level.

Teaching speaking strategies

Students often think that the ability to speak a language is the product of language learning , yet speaking is a crucial part of language learning process .Effective instructors teach their learners speaking strategies.

1-Minimal responses

We have so many pupils who do not have confidence and they are not able to speak in the classroom and in oral interaction they keep listening in silence ,while others talking. One way to involve this learner is to use minimal responses, minimal responses are predictable , short phrases, that indicate agreement , doubt, and other responses.

2-Recognizing scripts

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Some communication situations are associated with a predictable set of exchanges. Script ,greetings, apologies , compliments and other functions that are influenced by social and cultural norms .

3-Learners are usually embarrassed or shy to say that they did not understand the conversation or even when they talk but the hearer do not understand what are they saying. Teachers should convince them that this can happened in any interaction and it is something normal

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Suggestions

1-teachers 'suggestions

- Teacher should be self- confident to make teaching-learning process more effective.
- They should integrate all the skills (speaking, listening, reading, writing).
- Teachers should give their students sufficient time to respond orally to their questions.
- Teachers have to give chances to their pupils to speak.
- They must be friendly with their pupils to know their needs and interest , also to encourage them to speak in front of their classmates, without being shy or confused
- They should not interrupt them while they speaks because they will lost their ideas or they will feel embraced.
- Teachers need to evaluate their students oral abilities
- They need to play the role of monitor and controller
- Teachers should not be so talkative he should apply learner-centered approach.
- Let the space to ask questions for each other in the classroom.
- Offer resources such as ; web resources, book information and make sure that learnerstake profit of it.
- Design challenging activities for your learners to make learning interesting .

Chapter Three : Interpretation & Recommendations

Learners' suggestions

- Learners should practice English language outside the classroom to improve their level in speaking .
- They should not give importance to their mistakes, they should learn from their errors.
- Learners should be self- confident , and do not feel shy when they speak.
- Pupils are obliged to memorize words , expressions , dialogues , and even songs so as to be present and participate in the classroom discussion.

General conclusion

The study attempted to investigate to the main theoretical issues of students' English language learning .Teachers feel obliged to perform a difficult task which needs more efforts and several techniques to reach the peak of an effective learning. This study was based on some information which helped us to shed light on different problems that both teachers and learners face in teaching and learning processes. As far as our work projected on two main elements: reasons behind learners' weaknesses in speaking and teachers' strategies and methodologies that can be used to solve these problems. The work is arranged into three chapters where we tried to present the main problems and causes that lead to the low level of speaking and the psychological problems that can be an obstacle. We also spoke about the importance of tasks and classroom interaction; we could take an idea about those serious problems. In chapter two, we tried to analyse the finding that we obtained from teachers and learners questions and the classroom observation to be able in the end to introduce some strategies and recommendations that may help teachers to manage the classroom and help their students get rid of the obstacles of reluctance that may impede the process of learning. These are the different important steps followed in our modest study.

Appendices

pupils' Questionnaire

Dear pupils , First of all , please provide us with some information about yourself and your actual learning situation , you may observe that we focus on the speaking skill since it is our specific area .

Please put "x" on the appropriate space .

1-Gender

a-Male b- Female

2-Stream

a-Economy stream b- experimental sciences c-Foreign languages

3-What is your favorite subject?

a-Oral expression b- Written expression

please justify your answer.....

4-How do you find your level in speaking?

a-Excellent b- Good c-Average d- Weak

5-According to you what is the most important skill you find appropriate to improve your English?

a-Speaking b-Writing c-Reading d- Listening

6-Do you face difficulties in speaking skill?

a-Yes b-No c- To some Extent

7- those difficulties are in :

a-Grammar b- Vocabulary c- Pronunciation

Add others if there are.....

8- Do you speak in the classroom?

a-Yes b- No c-Sometimes

9-Do you wish to have more time to think before you speak English?

a-Yes b- No

10- Do you feel shy when you speak in front of your classmates?

a-Yes b-No

11-Do you ask questions in the class?

a-Yes b-No C-Sometimes

12-Does your teacher provide you with varied set of activities?

a-Always b-From time to time c-Same Activities

13-Does your teacher quickly interrupt you in case you make mistakes?

a-Most of the time b- sometimes c-Never did it

14-Does your teacher give you the opportunity to speak ?

a-Yes b-No c-sometimes

15- Does your teacher speak too much ?

a-He speaks all the time b-He just introduce the lesson

c-He gives the us opportunity to speak all the time

16-Does he shout when you make mistakes?

a-yes b-No c-Sometimes

Teachers' questionnaire

Daer teacher, the following information is needed in scientific study about the student' weaknesses in speaking English in academic achievement. Please answer the following questions precisely. Your cooperation will be very helpful for us.

1)GENDER

Male

Female

2) Stream

a) Economy

b) Experimental

c) Foreign Languages

3)Years of Teaching.....

4) Do you agree on the idea that pupils' education is your own responsibility?

a) I do agree

b) I disagree

Explain more

5) Do you make your pupils know about their mistakes or you let it go?

a) Yes

b) No

6) Do you use certain strategies to help pupils to speak?

a) Yes

b) No

What are those strategies?

.....

7) Do you think that your pupils have weaknesses in speaking English?

a) Yes

b) No

What are those weaknesses?

.....

8) For your as teacher which skill is important for your learners and which skill they find it difficult?

a) Speaking

b) Writing

c) Reading

c) Listening

9) Do you involve your pupils in the classroom?

a) Yes

b) No

c) Some Times

What are those activities?

.....
10) Do you support working in groups and pairs?

- a) I strongly support b) I don't support c) Not all the Time

11) Do you have extra activities that can help pupils who have problems in speaking?

- a) Yes b) No

-What are those strategies?
.....

12) Do you welcome mistakes in speaking or you react negatively for doing it?

- a) Yes I welcome mistakes b) I feel angry c) I correct them gently

13) Do use certain strategies to help your pupils to speak?

- a- Yes b- No

What are those strategies?
.....

14) Do you simplify your language for your pupils or you speak according to your level?

- a- Yes b- No I do it purposefully c-sometimes

Classroom observation

Date : 2-5-2019

Hour : 13h-14h

Stream/class : Economy stream

Options	Yes	No	Somehow	All the time	None
Classroom motivation			✓		
Classroom interaction	✓				
Warm up activities	✓				✓
Group/peer working		✓			
Using Realia	✓				
Use of learner centered approach		✓			
Task based on communication			✓		
The use of mother tongue	✓				

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